DOCUMENT RESUME

ED 321 823 JC 900 421

AUTHOR Walters, Judy; Howard, Darlinetta
TITLE Faculty and Staff Development: A Report on AB 1725 Activities with Recommended Guidelines and Directives. A Report to the Board of Governors.
INSTITUTION California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE Sep 90
NOTE 28p.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrative Problems; Community Colleges; *Educational Finance; *Educational Legislation; *Faculty Development; *Financial Support; Guidelines; Program Evaluation; Program Implementation; Resource Allocation; *Staff Development; State Agencies; State Aid; *Statewide Planning; Two Year Colleges
IDENTIFIERS Assembly Bill 1725 (California); *California

ABSTRACT

In 1989, a study was conducted to evaluate the effect which Assembly Bill (AB) 1725 funds had on faculty and staff development activities in the California community colleges. All 107 community colleges were surveyed to identify the four "most useful activities funded under AB 1725" and the "single greatest problem a college has faced in the Faculty and Staff Development Process." Of the 75 respondents, 16% indicated that retreats for staff were the most useful activities, 11% cited cultural diversity training, 9% mentioned flex calendar training, and 5% identified local Great Teachers Seminars. The most frequently cited problems were "no precedent to look to," "a lot of paper work," and "thinking of more conferences." Based on study findings and recommendations from a variety of sources, guidelines for community college districts were developed to operationalize the intent of AB 1725, including: (1) the colleges' Human Development Resources Plans should delineate the structure of staff and committee relationships and responsibilities, and decision-making processes; (2) the colleges should develop a stronger link among the authorized uses for AB 1725 funds, campus needs assessments, allocation funds, the policy-making process, and program evaluation; (3) the colleges should develop program evaluation measures; (4) the colleges should take the steps necessary to establish program stability; and (5) the colleges should have a process for coordinating staff development activities with funds available from several sources. In addition, directives for the Chancellor's Office were developed, calling for a databank of staff development models and resources, a program procedures manual, training activities, a reevaluation of the funding formula, incentives for cooperative linkages, periodic program and legislative reviews, and increased funding for staff development. Appendixes provide relevant sections of AB 1725, a report on development expenditures and activities, and survey responses. (JMC)

ED321823

Faculty and Staff Development

A Report on AB 1725 Activities with Recommended Guidelines and Directives

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

T. Smith

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

A Report to the
Board of Governors

September 1990

JC 900 421

BEST COPY AVAILABLE

Acknowledgements

This report was prepared by Judy Walters, Interim Vice Chancellor for Policy Analysis, and Darlinetta Howard, support staff. Special acknowledgement is made to Dr. Martha Kanter, Dean of Instruction at San Jose City College and former Assistant Deputy Chancellor for Policy Development.

Special thanks are due to all the following organizations and individuals who advised and assisted staff throughout this past year. (See Appendix I.)

EXECUTIVE SUMMARY

Background

Language in the 1986-87 State Budget called upon the California Postsecondary Education Commission to conduct a multi-phased study of professional development needs within the three public segments of higher education. The results and recommendations from that study were the genesis for the faculty and staff development provisions of Assembly Bill 1725 (Chapter 973, Statutes of 1988).

When enacted, AB 1725 provided $5,000,000 for Faculty and Staff Development activities. Of that amount, $4.9 million was distributed to community college districts in March 1989. In June of that same year, through the Request for Proposal (RFP) process, a grant was awarded to the Ventura County Community College District (Moorpark College), in cooperation with the UCLA Community Colleges Studies Program, to study and evaluate the effect AB 1725 funds had on Faculty and Staff Development activities.

Based upon the first six months of activity, the Moorpark/UCLA study found that colleges had extended their pre-existing staff development activities by using AB 1725 funds according to the nine uses authorized by the legislation, they conducted needs assessments, and enabled large numbers of faculty and staff to engage in professional development and institutional effectiveness activities. According to the study:

> The strongest features of the renewed activities were an organized staff development program addressed to faculty, classified, and administrative personnel on each campus; new procedures for allocating funds; and newly emergent leadership. Weakest features were difficulty in linking institutional, constituent group, and individual needs and priorities; and minimal attention to assessing tangible local outcomes of the staff development effort.

In 1988-89, $24 million was spent for Faculty and Staff Development activities. $18.4 million came from district resources, $2 million from categorical funds, $746,000 from grant resources, and $2.5 million from AB 1725 monies.

The study found that the top four "most useful activities funded under AB 1725" were:

- retreats for staff 16%
- cultural diversity training 11%

- flex calendar training 9%
- local Great Teachers Seminars 5%
  (75 of 107 colleges responding)

Analysis

The purpose of Faculty and Staff Development for all segments of the campus is to maximize student learning. To accomplish this purpose efficiently and implement program objectives, it is necessary to establish guidelines and directives that operationalize the intent of AB 1725. These guidelines and directives, which are presented here for the Board of Governors consideration, are divided into two groups: (1) five advisory guidelines for the districts, and (2) seven directives for the Chancellor's Office. The recommendations were derived from the Moorpark/UCLA study, the CPEC report, and suggestions and recommendations from Consultation, interested organizations, colleges, and individuals attending public and invitational meetings. (See Appendix I.)

The report that follows presents a brief history of Faculty and Staff Development, describes the Moorpark/UCLA study, notes some accomplishments of the Faculty and Staff Development programs, and recommends guidelines for the districts and directives for the Chancellor's Office. It is presented to the Board at this time for First Reading, with action on the recommended guidelines and directives proposed for the November meeting.

Faculty and Staff Development

A Report on
AB 1725 Activities with
Recommended Guidelines and Directives

Introduction

The California Community Colleges are unique institutions of higher education required by law to serve any person who crosses their threshold regardless of age, economic background, or prior educational experience. Anyone who is 18 years old or older may attend a California community college.

The faculty and staff who serve this broad range of students must be sensitive to student diversity, understand instructional processes, be current in their field of knowledge and its technology, and know how to work together to affect their students' learning and effect their institutions' mission.

Because the California Community Colleges are committed to these goals, they take steps to ensure that the faculty and staff remain current in their fields and engaged in teaching and learning. These steps take several forms: staff retreats, sabbaticals and other forms of time to study, specially designated learning and preparation days through the flexible calendar, funds for conference attendance, and on-campus workshops, to name only a few. Through the passage of Assembly Bill 1725 (*Education Code*, Sections 87150-87154, Appendix A) these activities and processes are occurring at every college in California.

History

The provisions of the legislation and the recommendations on faculty and staff development needs in public higher education were based on a study by the California Postsecondary Education Commission (CPEC), *State Policy for Faculty Development in California Public Higher Education: A Report to the Governor and Legislature in Response to Supplemental Language in the 1986 Budget Act.* The 1986-87 Budget Act directed CPEC to conduct a multi-phased study of professional development needs within all three segments of public higher education. For the descriptive phase of this study, CPEC contracted with the firm of Berman-Weiler Associates, which collected extensive original information on current faculty development practices and costs. Results of Berman Weiler's research have been published in a three-volume report to CPEC (March 1988).

Based upon Berman Weiler's review of all applicable programs, CPEC concluded that "community college programs for faculty and staff development are currently underfunded and insufficiently coordinated." Programs were found to lack both institutionally integrated planning and follow-through and systemwide coordination of project accounting and evaluation reporting. A measure of the degree to which the problem of underfunding was exacerbated, was manifested in the State freeze on the funding of any community college human resources proposal prior to 1989. Further, funding of budget change proposals for Faculty and Staff Development was curtailed until completion of the CPEC study.

In its report, CPEC recommended that significant new funds (approximately $20 million) be authorized to correct these deficiencies in order to strengthen Faculty and Staff Development in community colleges. Recommendations from the report charted new direction for faculty and staff development through renewed classroom strategies, instructional innovations, and ways to enhance the professional growth of faculty and staff, all designed to have a direct effect on improving student learning and achievement.

The intent of AB 1725 was to provide formula-based funding (as opposed to funding on a project-by-project basis) to support locally developed and implemented Faculty and Staff Development programs. The California Community Colleges, through AB 1725, have become the first segment of higher education to receive State funding specifically designated for Faculty and Staff Development.

The legislation called for an initial allocation of one-half of one percent of a district's "fiscal year revenues," and up to two percent of such revenues thereafter, as determined through the State's budget process. The initial allocation was overridden and the Legislature provided $5 million for use over a six-month period from January to June 1989, with $100,000 available for State operations. An amount of $4.9 million was distributed to districts on the basis of a fixed dollar amount, approximately $7.00 per 1987-88 funded ADA, with no district receiving less than $5,000. This money was allocated to community college districts in early March 1989. Despite a budget change proposal to augment Faculty and Staff Development with an additional $5 million, the 1989-90 State Budget again provided only $5 million. This time, the funding covered a twelve-month period, from July 1989 to June 1990, with $100,000 available for State support. The same amount of $4.9 million was distributed to districts using the 1988-89 allocation formula, approximately $7.00 per ADA, with no district receiving less than $5,000.

In June 1989, through a Request for Proposal (RFP) process, a grant was awarded to the Ventura County Community College District (Moorpark College), in cooperation with the UCLA Community College Studies Program. The intent was to follow up the earlier CPEC study by evaluating the effect of AB 1725.

Based upon the first six months of activity, the Moorpark/UCLA study found that colleges had extended their pre-existing staff development activities by using

AB 1725 funds according to the nine uses (see page 4) authorized by the legislation. The colleges conducted needs assessments, and enabled large numbers of faculty and staff to engage in professional development and institutional effectiveness activities.

The study reported that colleges:

- developed an organized staff development program addressing the professional needs of faculty, classified, and administrative personnel on each campus;
- allocated funds locally for activities through the procedures of the campus advisory committees; and
- demonstrated leadership in relation to the local governance of Faculty and Staff Development programs.

The study recommended that colleges devote more attention to: (1) assessing tangible local outcomes of the staff development effort, and (2) linking institutional needs of constituent groups and individual priorities. (A copy of the Moorpark/UCLA study accompanies the Agenda as a separate item.)

Current Program

For the 1990-91 academic year, the State Budget has again provided only $5 million for Faculty and Staff Development, with $100,000 available for State operations, despite a second budget change proposal to augment the fund as before. A Specialist in Academic Planning and Development and a half-time Office Technician were approved by the Department of Finance in October 1989. These positions subsequently were established administratively by the Chancellor's Office, and were filled on July 1, 1990. The local assistance funding of $4.9 million is being distributed to districts according to the same allocation formula used in prior years: approximately $6.82 per ADA, with no district receiving less than $10,000, an amount decided upon through the Consultation Process among local districts and the Chancellor's Office.

To receive these formula-based allocations for staff development, districts must complete several steps:

1. Each campus within the district must have an advisory committee composed of administrative, faculty, and staff representatives to assist in needs assessment and the development of plans;
2. Each campus must have a campus Human Development Resources Plan for the current and subsequent fiscal year; and

3. Districts must report actual expenditures for the preceding year. Evidence that these steps have been taken must be provided to the Chancellor's Office by way of affidavit. The expenditure forms and a copy of the campus Human Development Resources Plan must be submitted to the Chancellor's Office by October 15 of each year.

As to the uses of staff development money, the statute authorizes allocations to be used for:

1. Improvement of teaching;

2. Maintenance of current academic and technical knowledge and skills;

3. In-service training for vocational education and employment preparation programs;

4. Retraining to meet changing institutional needs;

5. Intersegmental exchange programs;

6. Development of innovations in instructional and administrative techniques and program effectiveness;

7. Computer and technological proficiency programs;

8. Courses and training implementing affirmative action and upward mobility programs; and

9. Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors.

Data Analysis

The fiscal data displayed in Appendices B-D were reported by community colleges for 1987-88 and 1988-89. The reliability of these data is subject to the accuracy of reporting, differences in reporting requirements, and interpretation of definitions for the categories reported. The information below is based on the fiscal data compiled by the Moorpark/UCLA study.

For 1987-88, just under $17 million was spent from all sources for all employee groups: district, categorical, grants, undesignated, AB 1725, and other. In 1988-89, with just over $2.5 million of AB 1725 money being added, the colleges spent $24 million. Of that total, $18 million came from district sources, nearly $2 million was from categorical funds, just under $1 million came from grants, and $2.5 million was from AB 1725 funds (Appendix B). Information from the colleges suggests that there

were some differences in the reporting requirements for the two years. This would suggest that the initial AB 1725 funding was seed money and encouraged the colleges to expand their activities.

- Of the $18 million in district funds spent in 1988-89, the top three spending categories were: sabbaticals, 42 percent; travel, 17 percent; and grant, computer, and media centers, 14 percent (Appendix C).

- Of the $2.5 million from AB 1725, the top three spending categories were: travel, 34 percent; workshops, 33 percent; and reassigned time and grants to faculty, 12 percent (Appendix D).

Of the 107 community colleges, 75 responded to a mail survey conducted as part of the Moorpark/UCLA Study. Of the survey's 15 questions, the following two are presented here. The top four "most useful activities funded under AB 1725" (Appendix E) were:

- retreats for staff 16%
- cultural diversity training 11%
- flex calendar training 9%
- local Great Teachers Seminars 5%

The "single greatest problem a college has faced in the Faculty and Staff Development process" was (Appendix F):

- no precedent to look to 20%
- a lot of paper work 17%
- thinking of more conferences 14%

Future Program

The major focus of the Chancellor's Office role in Faculty and Staff Development is to assist districts in the enrichment of college Faculty and Staff Development programs.

As Faculty and Staff Development moves into its second year of funding, the system is moving toward a cohesive approach implementing the following objectives for the Chancellor's Office and the local districts.

At the State level, the objectives of the Faculty and Staff Development Program are to:

1. Develop and implement guidelines on program priorities, allocations, expenditures, evaluation, and audit procedures for Board of Governors approval.

2. Monitor the grant project to assess the status of the Faculty and Staff Development Program now in its second year.

3. Communicate and coordinate with the field, other State agencies, and major organizations on a regular basis to provide general policy direction, leadership, technical assistance, and support to bring a cohesive thrust to Faculty and Staff Development projects. Such agencies and organizations include: the Department of Finance, Community Colleges League of California, Professional Development Academy, California Community College Council for Staff Development, Academic Senate's Faculty and Staff Development Committee, and California Department of Education's Subject Matter Projects.

4. Communicate and coordinate with intra-agency programs that have funded Faculty and Staff Development projects in the past. These include: Fund for Instructional Improvement, Flexible Calendar, Vocational Education Employer-Based Training Programs, Vocational Education/Technology Instructors and Career Counselors In-Service Training Program, and other special categorical projects.

5. Review all campus Human Development Resources Plans to analyze expenditures and content of the plans according to the nine areas authorized in AB 1725.

6. Develop an ongoing tracking mechanism to evaluate programs and the use of fiscal resources.

7. Identify and disseminate information on the quality of the Faculty and Staff Development models in the Community Colleges.

At the local level, the objectives of the Faculty and Staff Development Program are to:

1. Develop a comprehensive needs-assessment instrument for planning and budgeting purposes.

2. Prepare a comprehensive Human Development Resources Plan that demonstrates integrated planning and follow through of Faculty and Staff Development activities, with a focus on institutional goals and objectives.

3. Develop a process for coordinating Faculty and Staff Development activities with funds available to the college and district from all sources, including, but not limited to: AB 1725, district, and categorical funds; grants; and foundation support.

4. Develop evaluation measures to link Faculty and Staff Development activities to measurable institution outcomes.

5. Monitor Faculty and Staff Development activities to ensure that they are in accordance with the nine authorized uses in AB 1725.

Recommended Guidelines and Directives

The purpose of Faculty and Staff Development for all segments of the campus is to maximize student learning. To accomplish this purpose efficiently and implement program objectives, it is necessary to establish guidelines and directives that operationalize the intent of AB 1725. The recommended guidelines and directives below are derived from the Moorpark/UCLA study; the CPEC report, and responses and suggestions from Consultation, interested organizations, colleges, and individuals attending public and invitational meetings. These recommendations are presented as guidelines for the California community colleges and directions for the Chancellor's Office not only as they fully implement the Faculty and Staff Development mandates of AB 1725 but also as they expand Faculty and Staff Development activities in general.

Guidelines for Community College Districts

Guideline 1

The college's Human Development Resources Plan should delineate how the staff and committee relationships are structured within the institution, identifying how decisions are made and who is responsible for ensuring accountability.

Each college is required under *Education Code*, Section 87151 to develop a Human Development Resources Plan. This plan should include the college's mission statement and a policy statement that delineates the relationships among college staff, clarifies the institution's organizational structure, and establishes the process for setting goals, allocating funds, and evaluating faculty and staff development activities. This recommendation is consistent with the Berman-Weiler study recommendation "that planning, evaluation, and accountability procedures . . . be adopted at the district and campus levels."

Guideline 2

The colleges should develop a stronger link among the various elements of the Human Development Resources Plan including: the nine authorized uses for AB 1725 Faculty and Staff Development funds, the campus needs assessment, the allocation funds, the policy-making processes, and the evaluation of faculty and staff development activities and programs.

Faculty and Staff Development activities should be a comprehensive and integrated effort of the college. The Berman-Weiler report cited a lack of integrated planning as a weakness in California community colleges prior to AB 1725. The Moorpark/UCLA study showed that, with the initial AB 1725 funding, colleges began to move toward a more integrated planning approach, through establishing advisory committees at each campus, involving new faculty and staff groups in decision making, and coordinating faculty and staff development efforts from a variety of campus sources.

In the Human Development Resources Plan, there should be a connection between the needs assessment, campus planning of activities and evaluation, and the nine "authorized uses" of funds with attention given to both short-term goals and long-term planning.

Guideline 3

The colleges should develop a set of evaluation measures for their Faculty and Staff Development programs.

All Faculty and Staff Development programs should have a built-in evaluation component to measure the impact and effectiveness of the activity, not only with regard to specific activities, but also with regard to whether all faculty and staff development activities, when taken together, are meeting the mission and goals of the institution. These evaluations may be of a qualitative or quantitative nature, either individual or institutional. The evaluations should demonstrate: some follow-through of the activity, link the activity/expenditure to the Human Development Resources Plan, and show how this activity is meeting the mission and goals of the institution.

Guideline 4

The colleges should take the steps necessary to establish the stability of their Faculty and Staff Development programs.

The Moorpark/UCLA study found that 49.4 percent of the faculty and staff development coordinators had less than one year's experience (Appendix H). The result was that most colleges were still developing policies and allocation processes,

with only a few actually at the stage of developing program plans. Most staff development coordinators expected their role to be rotated to another staff member on a yearly or biannual basis. It is important that local community colleges stabilize the faculty and staff development function, and provide consistency in the program with appropriate staffing.

Guideline 5

> *The colleges should have a process for coordinating Faculty and Staff Development activities with funds available to the college and the district from all sources, including, but not limited to: AB 1725, district, and categorical funds; grants; and foundation support.*

The Faculty and Staff Development Coordinator and the Advisory Committee should be aware of all resources available for funding the program's activities. Where applicable, representatives of those responsible for other staff-development-related activities of the college and district should also serve on the Faculty and Staff Development Advisory Committee to allow comprehensive integrated planning.

The most effective outcomes of faculty and staff development activities can be realized when all activities are coordinated. Costs of single activities can be better controlled and institutional priorities can be addressed more readily. Effective planning of activities and equitable distribution of funds can best be accomplished when funds from all sources are considered. Flexible Calendar activities, grants from the Fund for Instructional Improvement, Vocational Education special projects, and staff diversity are just a few of the "other sources" involved in Faculty and Staff Development.

Directives for the Chancellor's Office

Directive 1

> *The Chancellor's Office will facilitate establishment of a databank of staff development models and resources for community colleges and districts.*

Information about model activities, instruments, and programs is essential to colleges and districts in making choices among the myriad options for faculty and staff development.

Directive 2

The Chancellor's Office will encourage the development of a program procedures manual and training activities for Faculty and Staff Development coordinators, advisory committee members, and administrators.

The Moorpark/UCLA study found that, out of 75 colleges responding to its survey, 39 percent of the "coordinators" had no prior experience with Faculty and Staff Development, and an additional 22 percent reported between one and two years experience (Appendix G). Given this information, and being aware that the intent of AB 1725 was for a consistent and coordinated Faculty and Staff Development effort, it is incumbent that such training be provided.

Directive 3

The Chancellor's Office will periodically reevaluate its formula for allocating Faculty and Staff Development funds to local districts.

As community colleges move from ADA to program-based funding, each college should receive its fair share of Faculty and Staff Development funds. In the past, no college received less than $5,000 yearly. Beginning in 1990-91, no college will receive less than $10,000.

Directive 4

The Chancellor's Office will recognize the effectiveness of intersegmental and interdistrict activities by providing incentives for such linkages.

The economies and other benefits associated with faculty and staff development activities at the intersegmental and interdistrict levels should be encouraged. As one example, the South Bay Six Colloquium provided an opportunity for six colleges to participate in an afternoon program on Classroom Based Research, "How to Find Out if Students Are Learning What You Are Teaching." The program involved Dr. Patricia Cross from UC Berkeley and a community college faculty panel. Six hundred community college faculty and administrators attended, and over one hundred community colleges participated through satellite connection. These kinds of activities, with their economies of scale, are especially beneficial to colleges with limited resources.

In the fall of 1989, the Academic Senate passed a resolution recommending that a percentage of any additional AB 1725 Faculty and Staff Development money be reserved for the Chancellor's Office to support and develop proven statewide projects.

Directive 5

The Chancellor's Office will conduct periodic reviews of Faculty and Staff Development funding and activities.

The California Postsecondary Education Commission report published in March 1988 was based upon data from 1985-86. The Moorpark/UCLA Study published in 1990 was based upon six months of data from 1988-89. The Moorpark/UCLA site visits and surveys were conducted at the beginning of 1989-90, and therefore focus on the implementation process that the colleges and districts were undertaking at that time. A definitive measurement of the full impact of Faculty and Staff Development activities on instruction, student learning, and institutional and staff effectiveness would require a longitudinal study, with periodic progress reports.

Directive 6

The Chancellor's Office, through Consultation, will periodically review the nine "authorized uses" of AB 1725 Faculty and Staff Development funds.

To ensure consistency of Faculty and Staff Development programs as they develop during the next few years, these "uses" may need to be clarified and/or expanded.

Directive 7

The Chancellor's Office will continue to seek, through a budget change proposal, an increase in State funding to enable each community college to increase its support of the Faculty and Staff Development program.

The California Postsecondary Education Commission recommended that two percent of a college's prior year budget was needed for Faculty and Staff Development (approximately $20 million systemwide). However, the Legislature has awarded funds in only $5,000,000 augmentations. The initial interest and change that have been generated by Faculty and Staff Development activities need to be sustained. The California Community Colleges are in the midst of a reform and adequate funding is essential if that task is to be completed successfully.

Upon the Board of Governors approval of these policy guidelines and directives, staff will establish appropriate timelines for accomplishing each of the objectives above and will submit periodic reports to the Board on the progress being made.

APPENDIX A

AB 1725 Education Code Sections 87150 - 87154

87150. There is hereby created in the State Treasury the Community College Faculty and Staff Development Fund, to be administered by the Board of Governors of the California Community Colleges, the purpose of which is to provide state general funds to community colleges for supporting locally developed and implemented faculty and staff development programs.

87151. The Board of Governors of the California Community Colleges shall annually allocate funds appropriated for the purposes of this article to each community college district whose chief executive officer has submitted to the chancellor an affidavit which includes:

(a) A statement that each campus within the district has an advisory committee, composed of administrators, faculty, and staff representatives, which has assisted in the assessment of the faculty and staff development needs and in the design of the plan to meet those needs.

(b) A campus human development resources plan has been completed for the current and subsequent fiscal years.

(c) A report of the actual expenditures for faculty and staff development for the preceding year.

87152. (a) The initial allocation to each district, from funds appropriated by the Legislature therefor, shall be an amount equivalent to one-half of one percent of the fiscal year revenues, as defined by Section 84700, received by the district, for the 1987–88 fiscal year.

(b) In subsequent fiscal years, no district shall receive an allocation greater than 2 percent of its fiscal year revenues, as defined in Section 84700, for the prior fiscal year.

87153. The authorized uses of funds allocated under this article shall include all of the following:

(a) Improvement of teaching.

(b) Maintenance of current academic and technical knowledge and skills.

(c) In-service training for vocational education and employment preparation programs.

(d) Retraining to meet changing institutional needs.

(e) Intersegmental exchange programs.

(f) Development of innovations in instructional and administrative techniques and program effectiveness.

(g) Computer and technological proficiency programs.

(h) Courses and training implementing affirmative action and upward mobility programs.

(i) Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges, including, but not necessarily limited to, programs designed to develop self-esteem.

87154. This article shall be operative during any fiscal year only if funds are provided therefor in the annual Budget Act for that fiscal year or other legislation.

APPENDIX B

FINAL REPORT
OF TOTAL AMOUNTS EXPENDED
BY SOURCE FOR FACULTY AND STAFF DEVELOPMENT

	1987/88		1988/89	
District	$14,848,986.34	87.81%	$18,413,409.36	76.49%
Categorical	1,035,521.38	6.12%	1,866,995.87	7.76%
Grants	1,009,156.00	5.97%	746,272.51	3.10%
Undesignated	15,973.05	.09%	364,020.82	1.51%
*AB 1725			*2,588,595.22	10.75%
Other	16.65	.01%	93,733.00	.39%
Grand Total	$16,911,302.42		$24,073,026.78	

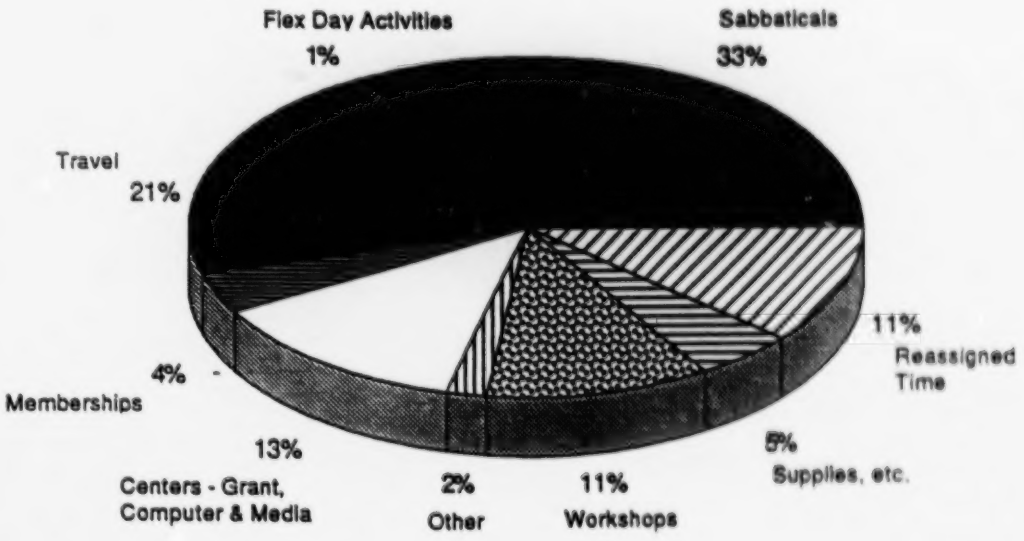
*Money not available until March 1989

The fiscal data displayed in this document was reported by community colleges for the years 1987-88 and 1988-89. The reliability of these data is subject to the accuracy of reporting, differences in reporting requirements for the two years, and interpretation of definitions for the categories reported

Source: Moorpark/UCLA Study, p. 73.

APPENDIX C

1988/89 Summary Report of Faculty and Staff Development Activities by Source - All Sources



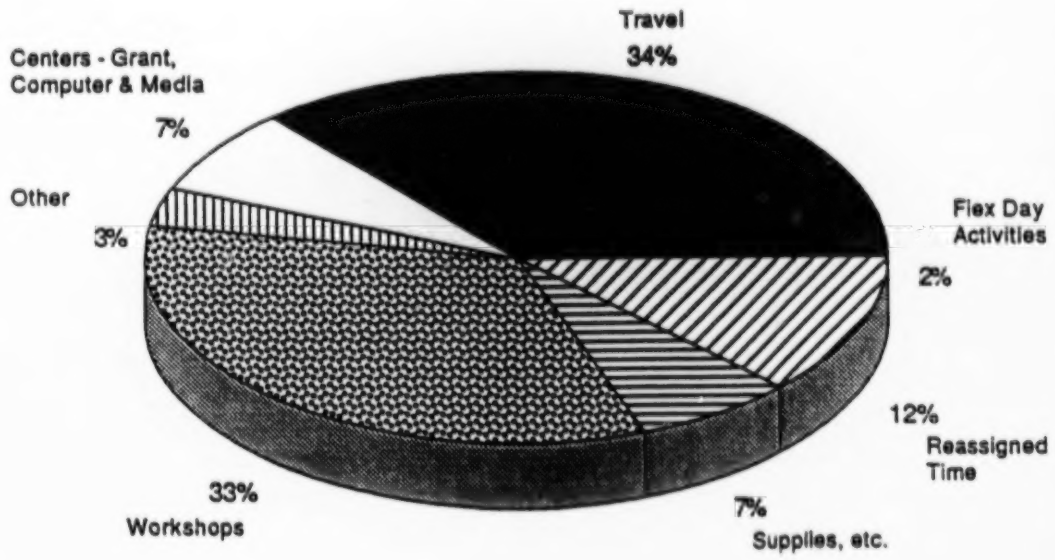
Total Amount = $ 24,074,037.78

- Sabbaticals 33%
- Flex Day Activities 1%
- Travel 21%
- Memberships 4%
- Centers - Grant, Computer & Media 13%
- Other 2%
- Workshops 11%
- Supplies, Tuition Reimbursement fees, Faculty Exchanges, Awards 5%
- Reassigned Time & Grants to Faculty 11%

Source: Moorpark/UCLA Study, p. 81.

APPENDIX D

1988/89 Summary Report of Faculty and Staff Development Activities by Source - AB 1725



Total Amount = $ 2,588,595.22

- Flex Day Activities 2%
- Travel 34%
- Centers - Grant, Computer & Media 7%
- Other 3%
- Workshops 33%
- Supplies, Tuition Reimbursment fees, Faculty Exchanges, Awards 7%
- Reassigned Time & Grants to Faculty 12%

Source: Moorpark/UCLA Study, p. 88.

APPENDIX E

May 1990 Survey of Staff Development Coordinators

Table 1-J: Most Useful Activity Funded Under AB 1725 To Date:

Type of Responses	Number of Responses	% of Total
Retreat for staff	12	16%
Cultural Diversity Training	8	11%
Flex calendar training	7	9.3%
Local Great Teacher's Seminar	4	5%
Teaching Resource Center	3	4%
Multicultural Society Workshop	3	4%
Retreat for staff development committee	3	4%
Classified Retreat	3	4%
No answer	3	4%
Great Teacher's Seminar	2	3%
Building Community	2	3%
Faculty conference & travel	2	3%
Full time/part time partnerships	2	3%
Computer training	2	3%
Data acquisition training	2	3%
Classroom Research Project	2	3%
Team Building	2	3%
Adult Education Program	1	1%
Instructional Skills Workshop	1	1%
Orientation for part time faculty	1	1%
Shared Governance retreat	1	1%
Working with Hispanic youth	1	1%
Customer Relations	1	1%
Development of Honor's Program	1	1%
Governance and Communication	1	1%
Staff Resource Center	1	1%
Special Project	1	1%
Collegial Administration Conference	1	1%
Purchases computer for faculty to take home	1	1%
Student success program	1	1%
TOTAL	75	100%

Source: Moorpark UCLA Study, p. 55.

APPENDIX F

May 1990 Survey of Staff Development Coordinators

Table 1-0: The Single Greatest Problem A College Has Faced In the Staff Development Process Was:

Type of Responses	Number of Responses	% of Total
No precedent to look to	15	20%
A lot of paper work	13	17.3%
Thinking of more than conferences	10	13.5%
No response	10	13.5%
Time and money	7	9.3%
Communication & working together	6	8%
Power struggles	5	6.6%
Resistence to classified use of money	4	5.3%
Not enough reassigned time	2	2.6%
A lot of paper work to get money from the district office	1	1.3%
Apathy	1	1.3%
Board of Trustees don't support Staff Development	1	1.3%
TOTAL	75	100%

Source: Moorpark/UCLA Study, p. 60

APPENDIX G

May 1990 Survey of Staff Development Coordinators

Table I-D: Amount of Experience The Coordinator Had With Staff Development Prior To Appointment:

Type of Responses	Number of Responses	% of Total
None	29	39%
Over 5 years	10	13%
Between 1 and 2 years	9	12%
Between 1 month and 1 year	7	9.3%
Between 2 and 3 years	7	9.3%
Between 4 and 5 years	2	3%
No response	2	3%
Between 3 and 4 years	1	1.2%
"Average"	1	1.2%
No position	7	9%
TOTAL	75	100%

Source: Moorpark/UCLA Study p. 49

APPENDIX H

May 1990 Survey of Staff Development Coordinators

Table 1-C: Number of Years the Staff Development Coordinator Has Had Job:

Type of Responses	Number of Responses	% of Total
Less than or equal to 1 year	37	49.4%
Between 1 and 2 years	10	13.3%
No position	9	12%
Between 3 and 4 years	5	6.7%
Over 5 years	4	5.3%
No response	4	5.3%
Between 2 and 3 years	3	4%
Between 4 and 5 years	3	4%
TOTAL	75	100%

Source: Moorpark/UCLA Study p. 48.

APPENDIX I

Chancellor's Office staff wish to express their deep appreciation to the following organizations, Councils, and individuals for the invaluable advice and assistance through the past year.

MOORPARK/UCLA STUDY PROJECT

Kathy Alfano, Moorpark Community College
Florence Brawer, UCLA Community College Studies Program
Art Cohen, UCLA Community College Studies Program
Les Koltai, UCLA Community College Studies Program

COUNCILS

Chief Executive Officers Council (invitational meeting) - February 15, 1990
Chief Instructional Officers - February 28 and March 15, 1990
Chief Business Officers - February 9, 1990
Academic Senate Executive Council - February 9, 1990
Council of Chief Student Services Officers - February 16, 1990

Written responses were received from:

COLLEGES

American River College - Sharon McCuen/Steve Epler - March 13, 1990
Chaffey College - Dr. John S. Caputo - February 13, 1990
Citrus College - Dr. Rita Burleigh - March 16, 1990
Cosumnes River College - Bud Hannan - March 26, 1990
Diablo Valley College - Arthur P. Dull - March 29, 1990
Glendale Community College - Dr. John A. Davitt/Sharon Scull - March 1990
Saddleback Community College District - Dr. Richard Sneed - April 11, 1990

ORGANIZATIONS

CALIFORNIA ASSOCIATION OF COMMUNITY COLLEGES (CACC) - March 22, 1990
Ernest H. Berg, Interim Executive Director

PROFESSIONAL DEVELOPMENT ACADEMY OF CACC - January 31, 1990

CALIFORNIA COMMUNITY COLLEGE COUNCIL FOR STAFF DEVELOPMENT 4C/SD

Executive Committee - March 19, 1990

Janet Barrows, Cosumnes River College
Lorraine Barry, College of Marin
Rita Burleigh, Citrus College
Dearsteen Langdon, Cerritos College
Donna Manno, El Camino College
Judy Markline, Allen Hancock College
Mike McHargue, Foothill College
Jo Sumner, Sierra College

CALIFORNIA ASSOCIATION OF COMMUNITY COLLEGES - March 16, 1990

Commission on Research, Subcommittee on Staff Development Evaluation

Dr. Barbara Beno, President, Vista College
Dr. Rita Burleigh, Assoc. Dean, Citrus College
Margie Lewis, Dean, Long Beach City College
Scott Spicer, Chairman of Business, Glendale Community College

INSTITUTE FOR INSTRUCTIONAL IMPROVEMENT & INNOVATION - March 1990

Mike McHargue, Foothill College

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION - February 5, 1990

Dave Low, Assist. Director Governmental Relations

ACADEMIC SENATE FACULTY & STAFF DEVELOPMENT COMMITTEE - February 16, 1990

Bud Hannon, Cosumnes River College
Pam Johnson, Sierra College
Mike Mchargue, Foothill College
Zach Seech, Palomar College
Sandra Toy, Orange Coast Community College

PUBLIC MEETINGS

As part of the Moorpark/UCLA Study, two public meetings were held which generated much input.

LONG BEACH MEETING - FIELD GUIDE AND PRELIMINARY STUDY DRAFT REPORT - March 21, 1990

Alfano, Kathy, Moorpark College
Anderson, Dona, Saddleback College
Ashur, Nina, College of the Canyons
Baley, John, Cerritos College
Benson, Maddy, Irvine Valley College
Blake, Sara, El Camino College
Boss, Robbie, Rio Honda College
Bourland, Jeanie, Mira Costa College
Bradley, Julia, Mt. San Antonio Coll.
Brawer, Florence, UCLA
Burleigh, Rita, Citrus Community College
Burton, Kathleen, Coastline Comm. College
Cameron, Cathy, Pierce College
Caputo, Dr. John, Chaffey College
Carlos, Carol, El Camino College
Chitwood, Marjorie, Mt. San Antonio College
Clamp, Linda, No. Orange Coast College
Clark, Tom, San Bern. Valley College
Clerou, Diane, Bakersfield Comm. College
Cohen, Arthur, UCLA
Davis, Nadine, Golden West College
Davies, Pat, Citrus College
Didrickson, Sally, College of the Canyons
Drislane, John, College of the Canyons
Engleman, Jane, Palomar Community College
Eriksson, Erik, College of the Canyons
Feiger, Tina, Santa Monica College
Frias, Manuel, Coast CCD
Friedman, Judith, West Los Angeles College
Garcia-Lipscomb, Loretta, Cerritos College
Garstka, Polly, L.A. Trade Tech. College
Gibboney, Linda, UCLA
Gregory, Susan, Allan Hancock College
Gordon, Linda, Long Beach City College
Gordon Susan, Saddleback College
Hannon, Bud, Waverly College
Hardesty, James, Pierce College
Hastings, Maida, UCLA
Huesca, August, No. Orange Coast College
Humphrey, Janet, Rancho Santiago College
Ito, Pauline, L.A. Southwest College
Jackson, Ron, Oxnard College
Kanter, Martha, California Comm. Colleges
Karroll, Dick, Long Beach City College
Kato, Ellie, Irvine Valley College
Keane-Alt, Kiely, Palomar Comm. College
Kidder, Nancy, Golden West College
Koltai, Lesie, UCLA
Langdon, Dearesteen, Cerritos College
Leoffler, Bob, Irvine Valley College
Lewis, Margie, Long Beach City College
Manno, Donna, El Camino College
McClennan, Collette, Saddleback College
Mc Tee, Bobbie, L.A. Harbor College

Fisher, Dave, East L.A. City College
Fleeman, Rod, El Camino College
Forsberg, Richard, Coast Community College
Foster, Kitt, San Diego City College
Page, John, Cerritos
Palmer, Catherine, Coast CCD
Panski, Saul, Compton Comm. College
Parisi, Thomas, No. Orange Coast College
Parmenter, Bill, Cypress Community College
Pollard, Penny, L.A. Valley College
Pubman, Bob, Rancho Santiago College
Quinones, Willie, L.A. Harbor College
Rang, Bernie, El Camino College
Rasmussen, Patricia, Citrus College
Ratliffe, Sharon, Golden West College
Raufman, Lisa
Rodriguez, Rosi, Citrus
Schramel, P.J., Saddleback College
Scull, Sharon, Glendale College
Seech, Zachary, Waverly College
Mikolczak, Miki, Saddleback College
Miller, Maria, Palomar College
Neilson, Marge, Saddleback College
Owens, Yvonne, L.A. Southwest College
Sweet, Susan, Irvine Valley College
Taylor, Dr. Lyndon, No. Orange County
Toman, Sue, Rio Honda College
Toney-Anthony, Pat, Orange Coast College
Twait, Jan, Saddleback College
Umbdenstock, Linda, Rio Honda College
Wainwright, Patricia, L.A. Harbor Coll.
Walter, John, Fullerton Comm. College
Walters, Judy, California Comm. Colleges
Weston, George, Southwestern College
Wetzell, Lynn, Mira Costa College
White Laura, Victor Valley College
Yglesias, Ken, Coastline Comm. College

COLLEGE OF SAN MATEO MEETING - FIELD GUIDE AND PRELIMINARY STUDY DRAFT - March 23, 1990

Barry, Lorraine, College of Marin
Boatner, Paul, Cuyamaca College
Borrega, Anita, Cuyamaca College
Botz, Dr., Cuyamaca College
Bucher, Michael, College of San Mateo
Burns, Cliff, Sierra College
Cicerone, Marcos, De Anza College
Clawson, Carol, Foothill De Anza CCD
Clough, Carol, Los Positas College
Coaston, Shirley, Laney College
Collins, Steve, Modesto Jr. College
Colvin, Marge, College of Alameda
Culley, Chris, Sierra College
Crutchfield, Ernie, Laney College
Demo, Patricia, Delta College
Dull, Arthur, Diable Valley College
Epstein, Thelma, De Anza College
Foat, Classie, Canada Comm. College
Foden, Alan, Gavilan College
Fogarino, Shirley, Vista Comm. College
Fort, Henry, Peralta College
Gatlin, Sue, College of the Siskiyous
Graff, Peter, Gavilan College
Hannon, Bud, Cosumnes River College
Harris, Scott, West Hills College
Hernandez, Frank, Conta Costa College
Hickan, Joanne, Ohlone College
Holland, Mary Kay, College of Alameda
Leidlich, Ray, Columbia College
Long, Eugene, Laney College
Marez, Alice, College of Alameda
Martinez, Dr. Olivia, Canada College
McHargue, Mike, Foothill Comm. College
Miller, Charles, Santa Rosa Jr. College
Monroe, Brad, Cuyamaca College
Mraule, Mrs. Jimmy, Los Rios CCD
Nikhazy, Nancy, Los Medanos College
Olsen Winn-Bell, Judy, San Fran. Comm. Coll/Ctrs. Div.
Patereau, Susan, Gavilan College
Peters, Richard, Ohlone College
Polk, Roger, Contra Costa College
Ray, Joan, San Joaquin Delta College
Rogers, Carol, Laney College
Salter, Linda, Skyline College
Schott, Henry, Peralta CCD
Stephens, Suzanne, Skyline College
Sumner, Jo, Sierra College
Svabek, Will, San Francisco CCD
Swenson, Larry, West Valley College
Thompson, Barbara, Laney College
Thoreen, Bonnie, Napa Valley College
Trent, Tom, College of Alameda
Williams, Leslie, Yuba College
Willis, Virginia, Sierra College
Yarra, Elinor, Contra Costa College

INVITATIONAL MEETINGS

Two meetings were held to gather input on the reporting procedures and to finalize the recommendations contained in this report.

EXPENDITURE REPORT - CHIEF BUSINESS OFFICERS - June 27, 1990

Dr. Rita Burleigh, Associate Dean - Citrus College
Louise Davatz, Asst. Chancellor, Business Affairs
Lorraine Barry, Staff Development Officer - College of Marin
Irene Bluth, Associate Chancellor - College of San Mateo
Jack Briggs, Deputy Supertindent - Butte CCD

RECOMMENDATIONS - July 11, 1990

Lorraine Barry, Chair 4C/SD - Marin Community College
Chet Case, Member Chief Executive Officers California Community Collge and CCLC Professional Development Academy - President, Los Medanos Community College
Bud Hannon, Past Chair Academic Senate Faculty and Staff Development Committee - Cosumnes River College
Irene Meneges, Chair Academic Senate Faculty and Staff Development Committee - Diablo Valley College
Joan Sallee, Senior Policy Analyst - California Postsecondary Education Commission
Scott Spicer, Chairman of Business - Member CCLC Commission on Research - Glendale Community College

ERIC Clearinghouse for
Junior Colleges
SEP 14 1990